

# Staff Recruitment and Selection Policy

(Including the Trust Apprenticeship Strategy)

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## Employee Wellbeing

Tandridge Learning Trust is committed to promoting the positive mental, physical, and emotional wellbeing of its staff and recognises that enhancing individual wellbeing offers benefits not just to our staff but also to the wider communities within our organisation.

As such, when implementing this policy, consideration will be given to the impact on workload and wellbeing and take appropriate action to monitor, mitigate and support all those involved in its application.

## Public Sector Equality Duties

Tandridge Learning Trust is committed to equality, both as an employer and a service provider. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We will ensure diligence in regard of our specific duties. This policy will be consistently and fairly applied to all stakeholders, with due regard for ensuring no-one experiences less favourable treatment in its application.

## 1. Introduction & Aims

This policy has been introduced to provide a quality framework for the efficient and effective recruitment of staff. The Trust Board values the contribution of all staff and recognises that the recruitment of appropriately skilled individuals is key to the provision of a safe and successful teaching and learning environment in which students can thrive.

Tandridge Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Accordingly, this policy complies with the current DfE guidance document 'Keeping Children Safe in Education'

## 2. Objectives

- To establish the principles which determine the process for appointing staff to the Trust.
- To ensure through a process of job analysis, that the staffing needs of the organisation reflect the changing demands of the workplace and meet the external expectations and targets placed upon us.
- To appoint staff who are well qualified for the available post and who will make a positive contribution to the ethos and development of the Trust.
- To make appointments in a fair, responsible and transparent way which complies with current employment and equalities best practice and legislation, ensuring accessibility to all potential applicants and that our objectives in relation to the Public Sector Equality Duty are considered.
- To ensure that all recruitment practices are compliant with DfE safeguarding guidance with clear links to child protection policies and procedures, thereby ensuring as far as possible that all staff are suitable to work with children and young people.

## 3. Responsibilities

All involved in the recruitment and selection of staff, must do so with integrity, honesty and care.

The **Trust Board** is responsible for ensuring this policy is applied fairly and consistently across the Trust. **Members and Trustees** are also responsible for the recruitment and selection of the CEO and DFO.

The **Chief Executive Officer** is responsible for ensuring candidates and employees are treated fairly and consistently across the Trust.

The **Headteacher and Local Governing Bodies** are responsible for monitoring the application of this policy within their school and ensuring that everyone involved has the appropriate level of training to enable them to apply the policy fairly, consistently and professionally. **The Headteacher or Senior Leader** will determine the selection panel for each post except in the case of an appointment of a member of the Senior Leadership Team in which case this will be determined by the **Chief Executive Officer**, in conjunction with the local Governors.

A member of **SLT** will be identified to 'lead' on each appointment – this person is responsible for ensuring this policy is adhered to and that a fair, equitable and non-discriminatory process is maintained throughout the recruitment and selection process. They must also provide appropriate, constructive feedback to internal candidates as appropriate.

At least one person involved in the appointment process must have undertaken training relating to appointments and the safeguarding of children. Matters relating to safeguarding will be central to the process and the selection panel will have responsibility for ensuring the implementation of safer recruitment practices.

The centralised **HR team** are responsible for overseeing the introduction, implementation, monitoring and review of this policy. SLT's are responsible for implementing and ensuring adherence to this policy. HR will provide guidance, advice and support at all stages of the recruitment and selection process, to ensure consistency and equity.

## 4. Procedure

### 1. Planning

- The Headteacher/Senior Leader will review the staffing requirements on an on-going basis, continually assessing the short- and long-term recruitment needs so that, as far as possible a planned and financially viable approach to resourcing can be taken.
- Before filling a post, there will be a review of the requirements of the specific role and appropriate amendments made to the job profiles and person specifications where necessary. Consideration will be given to how each aspect will be measured in a selection scenario. Care must be taken to avoid the inclusion of any unnecessary requirements that could lead to allegations of discrimination.
- In the first instance, consideration must be given as to whether the post can be filled by an apprentice.
- All job profiles and person specifications will refer to the responsibility for safeguarding and promoting the welfare of students
- Once the vacancy details have been confirmed, a vacancy approval form must be signed off by the Headteacher and finance team before sending to HR for further action.

### 2. Advertising

The recruitment process is two-way; it is as much about identifying suitable employees for the future as it is about candidates finding out more about the Trust and whether it is a place where they would like to work/progress within. Their experience at all stages of the process will impact their view of the Trust and therefore, it is vital to consider the kind of communications given to candidates at all stages to provide a positive candidate experience.

- All positions required to work more than one day, must be advertised. Where the same post has been advertised within the preceding 6 months, the Headteacher may consider reviewing previous applicants as an alternative to re-advertising the vacancy.
- An early decision will be made regarding whether an internal or external process will be most appropriate. How and where a post is advertised will depend on a number of factors.

**Internal Recruitment** – providing opportunities for development and career progression can help employee engagement, retention and support succession planning. All posts must be advertised internally across the Trust, except in special circumstances (e.g. redeployment to avoid redundancy, to effect agreed structural change). Any ring-fencing will be done in a consistent, consultative and transparent manner.

**External Recruitment** – maximises the opportunity to find fresh talent and skills that may not currently exist within the workforce. It also presents opportunities to attract from a wider and diverse pool of candidates and assists in avoiding indirect discrimination.

- Advertisements and job details for all vacancies will be prepared by HR, and external vacancies will always be placed on the school website as a minimum requirement.
- All adverts will include a statement about the Trust's commitment to safeguarding and promoting the welfare of children.

- Reference will also be made to the requirement for the successful applicant to undertake safer recruitment checks eg. DBS.

### 3. Applications & Shortlisting

- Applicants will be expected to complete the Trust's application form and an equality monitoring form and return them to HR. The equality monitoring form will be removed from the applications prior to the shortlisting process and will therefore play no part in the selection of candidates.
- Applications will be acknowledged and regular communication regarding the process will follow as a matter of good practice and courtesy.
- The application form will be scrutinised by the panel with reference to experience relevant to the job profile, the person specification and to issues which may impact on the safeguarding of children e.g. gaps in employment. These comparisons will be recorded on a shortlisting assessment form, which will be retained for a period of 6 months. It is a good idea for panel members to work on their own in the first instance and then discuss their initial findings as a group in order to make good shortlisting decisions.
- Sufficient time will be given for shortlisted applicants to make arrangements to attend the selection process and prepare for the event. This is normally a minimum of one week, unless the date has been published in advance.
- Applicants will be required to provide the details of two referees – except in the case of some junior support staff posts, these will be people who have detailed knowledge of the applicants' professional practice and must include the Headteacher of the current (or most recent) school for school-based employees. References will be sought prior to interview and the chair of the interview panel will explore any areas of concern at interview.
- Candidates invited to interview will be asked to complete a criminal record declaration form and declare any cautions, convictions, reprimands or final warnings which are not protected, to the HR Manager for individual risk assessment prior to interview.

### 4. Interviews / Selection Days

- The selection panel will consist of at least two people, one of whom must have completed 'safer recruitment' training. HR can attend to support if required. Care must be taken to ensure panel members are appropriate and will not have any conflicts of interest in making the right decision. Where possible, consideration will be given to forming a diverse selection panel.
- The selection process will normally take place during a school day and provide opportunity for the candidate(s) to gain a reasonable insight into the post and working environment
- The selection panel will determine a programme for the candidate(s) which will test areas of the job profile and person specification – for teaching staff this will normally include the teaching of a lesson. Other tests may include presentations, interaction with pupils, in-tray exercises, computer-based skills tests. HR can advise on the suitability of testing materials.
- During a formal interview, it will be normal practice for the panel to ask the same questions of each candidate although subsidiary questions may vary dependent upon the responses given by individuals and according to the candidate's background. Particular care will be taken to ensure that no questions could be viewed as discriminatory. Notes will be taken throughout the process by a panel member nominated by the chair of the panel.
- At the end of the interview programme, the selection panel will make a decision to appoint the candidate who best meets the person specification and who, in their judgement, is best able to meet the demands of the job. Disabled candidates should be assessed on their ability to perform the role with reasonable adjustments in place.
- Unsuccessful candidates will be offered a debrief from the chair of the panel.
- At this stage, an **appointment approval form** must be completed which details the terms of the offer (including the salary) and appropriately authorised. The successful candidate can then be informed of

the good news, making it clear that any offer is conditional, subject to satisfactory pre-employment checks:-

- Evidence of identity and entitlement to work in the UK
- Receipt of two references deemed satisfactory by the Trust
- Receipt of a satisfactory enhanced level Disclosure and Barring Service (DBS) check which will include a check of the Children's Barred List. Positive disclosures will be considered through a risk assessment process to determine suitability for employment. HR to advise.
- A completed declaration form to confirm they are not restricted under childcare disqualification regulations (if applicable)
- Satisfactory evidence of medical fitness to perform the role
- Verification of qualifications/professional status
- S128 check for management positions (if applicable)
- Completion of a probationary period

## 5. Appointment and Promotion of Existing Staff

- The Trust values the contribution of all staff within their community and seeks to retain key skills.
- The school will support as far as possible the CPD of all staff as they seek promotion to new opportunities both within the school and elsewhere. All members of staff are therefore encouraged to consider their suitability for any vacancy with the school.
- Where a member of staff applies for a vacant post they will be given equal consideration alongside external candidates, based on the essential criteria for the post.

## 6. Use of Fixed Term and Temporary Contracts

- Where it is determined that posts are of a short-term nature, this will be clearly specified in the job details. Posts will only be advertised on a temporary or fixed term basis for genuine reasons. Most temporary or fixed term contracts will come to a natural end. Where, however, a fixed duration contract expires and the need for the post remains for a further definite period, then the post holder will usually be given an extension to their fixed period contract.
- Where the need for a temporary or fixed-term post becomes a permanent one, there will be no automatic entitlement for the temporary post holder to be offered a permanent contract, unless there is a legal reason to do so. Consideration will be given to the most appropriate recruitment process in the circumstances. This could include for example, consideration of the original reason for the post initially being temporary, any subsequent changes to the needs of the school and the original recruitment process that was undertaken.
- The Trust workforce is made up of a rich variety of professional and highly skilled and committed people, not all of whom are paid employees. The Trust values the diversity that this brings to its community as it strives to provide a safe environment and improve the standards of teaching and learning for all students.
- We will use as our preferred sources of supply staff, agencies that operate to high quality standards particularly in terms of recruitment checks and legislative compliance.
- We will, with appropriate adjustment, adopt similar recruitment measures for contractors as for employees and for volunteers (please refer to appendix 2) as for paid staff.

## 7. Employment of Migrant Workers

- The school will not employ any individual who cannot demonstrate that he/she has the right to work in the UK. Any employee who has a restricted right to work in the UK will be required to provide ongoing evidence of that right during employment.

- The Immigration and Social Security Co-ordination (EU Withdrawal) Act 2020 ends free movement for European Economic Area (EEA) and Swiss citizens and their family members in the UK, so that from 1st January 2021, they will be subject to immigration controls. Irish citizens are not affected and can continue to enter, live and work in the UK without permission.
- The Trust is not currently licensed to sponsor migrant workers who require sponsorship in order to work in the UK under Home Office rules.
- Further options and guidance is available from HR if you need to recruit from the EU/EEA.

## 8. Induction and Probation

- Opportunities to visit the workplace prior to taking up post will be offered to all successful applicants
- It is expected that all newly appointed staff will participate in an induction programme tailored for their needs at whatever level/post they join the Trust. This must include relevant safeguarding information.
- Induction packs have been developed by HR and contain relevant and important material for new staff. Some schools still provide their own induction packs, but the Trust are actively encouraging all schools to use the HR induction packs.
- All new appointees, including apprentices and internal moves will be subject to a probationary period. Please refer to the Trusts probationary policy and procedures for more information.

## 9. Safeguarding of Children

All staff appointed to work at the school including volunteers are required to meet the requirements of current safeguarding legislation. Checks will be made by the HR Manager who will maintain a 'single list' on which is recorded all relevant safeguarding checks on staff and volunteers; responsibility for ensuring that safeguarding standards are met lies with the Headteacher. At least one person involved in the selection process for staff will have undertaken appropriate training with regard to the Safeguarding of Children.

## 10. Monitoring

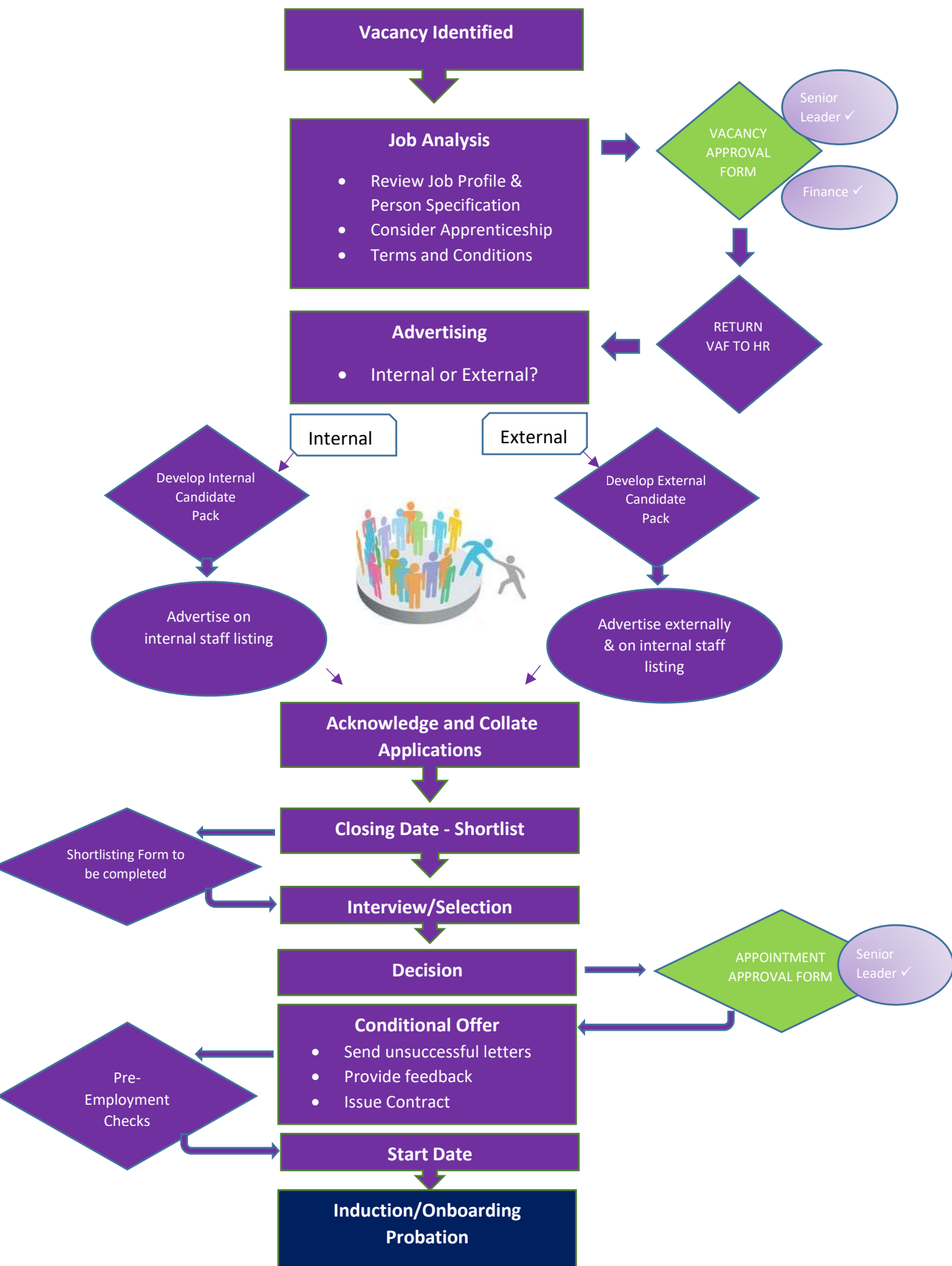
The Trust Board is mindful of its commitment to best practice in recruitment and its obligations under the Equality Act 2010 and DfE safer recruitment guidance and will ensure regular monitoring of all recruitment activity. This will be undertaken with a view to improving future recruitment practices and thereby achieving the aims of this policy. The results of this monitoring and any recommended actions will be reported to the Chief Executive Officer and the Trust Board.

## 11. Data Protection

Records relating to recruitment and selection activities will remain confidential and accessible only to those who require information either as part of the recruitment decision making process or for the administration of the process. Records relating to successful candidates will be placed in personnel files. Records for unsuccessful candidates will be retained securely for six months, after which they will be destroyed. Refer to the Trust GDPR policies for further details.

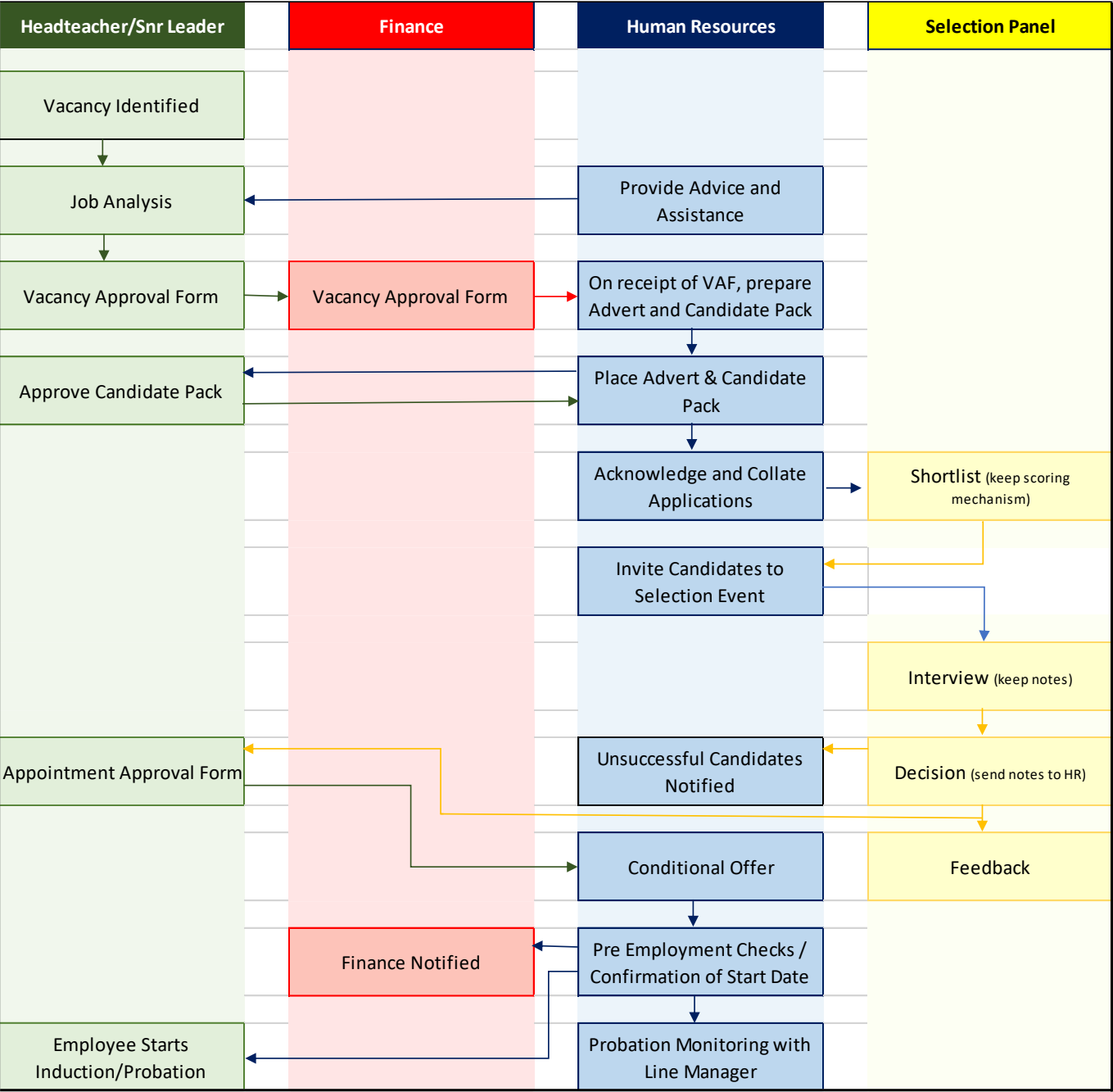
Responsible for Policy:	HR Manager
Date:	25 November 2021
Approved:	7 Dec 2021
Review Date:	April 2024

## 12. Recruitment Flow Chart





### 13. Recruitment Flow Chart by Role



## 14. Appendix 1 - Apprenticeship Strategy - September 2021 – 2025

### 1. Introduction

- 1.1 In April 2017 the Government introduced apprenticeship targets which imposes a duty on all public sector bodies with over 250 employees (headcount including anyone on payroll – temps, those on leave, apprentices) to employ an average of 2.3% of their workforce as new apprenticeships starts over a four-year reporting period. The apprenticeship target was applied to multi-academy trusts with effect from 31 March 2018.
- 1.2 Employers with an annual pay bill of over £3 million, pay an apprenticeship levy of 0.5% of their total annual pay bill. This apprenticeship levy must be used within 24 months once the funds enter the employer's apprenticeship service account, after this time the funds will expire. The Trust currently has funds available in our apprenticeship service account and this strategy identifies how we can use this resource to grow and retain talent within the Trust.

**Example**

Multi-academy trust headcount at 31<sup>st</sup> March 2017 is 300 staff

The number of apprenticeships starts required on average to meet the target =

$$(2.3/100) \times 300 = 7$$

As the target is an average over 4 years, over or under delivery in one year can be offset against the target in future years. E.g. if the multi-academy trust managed to deliver 9 apprenticeships in year one, it could deliver only 5 in year two but still meet the target

- 1.3 This strategy sets out the Trusts apprenticeship target and assists in identifying opportunities to upskill our existing workforce. Our schools should also strive to create apprenticeship opportunities as part of our vacancy filling initiatives.
- 1.4 We want to attract and invest in future talent as part of the Trusts wider succession and workplace planning, and Headteachers across the Trust will be consulted on potential development areas within individual schools. Example of upskilling existing staff would be to offer Teaching Assistants a (Level 3) apprenticeship qualification, Support staff, generic or profession specific qualifications such Business Administration (Level 3), Operations/Departmental Manager (Level 5), The Teacher Apprenticeship Initiative provides a salaried route for graduates to enter the teaching profession, although the South East Learning Alliance have considered other teacher training routes to be more efficient.

### 2. Benefits of Apprenticeships

The organisational benefits of realizing the governments aims in respect of apprenticeships, include:-

- ❖ Investing in our staff and strengthening the skills base of the Trusts existing workforce;
- ❖ Supporting CPD opportunities, enhancing career prospects;
- ❖ Attracting, Developing and Retaining talent;
- ❖ Becoming an employer of choice;
- ❖ Identifying and addressing gaps in the employee skills to ensure dynamic objective setting opportunities.
- ❖ Reduced staff turnover and associated costs
- ❖ Developing the Trusts wider workforce planning activities

### 3. Current Position for Tandridge Learning Trust

- 3.1 With effect from 1 September 2021 the Trust employs approximately 1% of our workforce on an apprenticeship initiative. The headcount for the Trust is 440 employees.
- 3.2 The Trust have appointed two IT apprentices who are studying for a professional IT qualification where training costs are significant. This may prohibit the number of apprentices employed in the first couple of years of the strategy.
- 3.3 The Trusts target is 10 (as per the government guideline) and an average of 3 new apprentice starts annually during the current Government reporting period (1 April 2021 – 31 March 2025). Our current annual apprenticeship starts range from 2 – 4 representing 0.5% - 1% of our overall headcount. The Government's 2.3% annual target includes newly appointed external apprenticeship starts and members of the Trusts existing workforce who start on an apprenticeship course.

### 4. Strategic Aims

This is a new strategic objective for the Trust and the initial aims include:

- 4.1 Developing the CPD provision for existing staff – improving skills and attributes to enhance and strengthen workplace performance.
- 4.2 Working in partnership with stakeholders to promote and support the delivery of apprenticeship opportunities.
- 4.3 Increasing the number of externally appointed apprentices to complement our existing workforce, ensuring that the design and delivery of apprenticeship initiatives meet the needs of individual job profiles and specifications.
- 4.4 Maximising the benefits of the apprenticeship levy and the funds available in the Trusts apprenticeship levy account.
- 4.5 Implementing robust processes to monitor and evaluate apprenticeship initiatives to ensure they are delivering high quality training, support, value for money and workplace knowledge transfer.

### 5. Strategic Objectives

- 5.1 To identify development areas in individual schools. Looking at skill gaps and offering staff the opportunity to work towards a professional qualification through a workplace apprenticeship scheme. Aligning apprenticeship opportunities with the appraisal process and CPD planning. Embedding apprenticeships as an integral part of our workforce, supporting career development, creating professional career pathways and 'growing our own talent'.
- 5.2 Establishing external apprenticeship opportunities within the Trust. Supporting people access employment opportunities via the apprenticeship route. Actively identifying potential apprenticeship opportunities in conjunction with school workforce planning initiatives.

## 6. Delivery Action Plan

Action	Accountability	Timeframe	Review
<i>Developing the CPD provision for existing staff – improving skills and attributes to enhance and strengthen workplace performance.</i>			
Raise awareness of apprentice opportunities	Snr & Line Management	Jan 2018	annually
Revise appraisal documentation to encompass apprenticeship consideration at all levels	HR, SLT & Staff Consultative Group	Dec 2021	annually
<i>Working in partnership with stakeholders to promote and support the delivery of apprenticeship opportunities.</i>			
Discuss with Staff Consultative Group	CEO & Snr Management	Mar 2018	annually
Identify and where possible overcome barriers to apprenticeship provision	Snr Managers and HR	ongoing	annually
Build relationships with apprentice providers to facilitate effective recruitment, training and development	All	Jan 2021	ongoing
<i>Increasing the number of externally appointed apprentices to complement our existing workforce, ensuring that the design and delivery of apprenticeship initiatives meet the needs of individual job profiles and specifications.</i>			
Revise recruitment and selection process	HR	Jan 2021	annually
Build relationships as above	All	ongoing	
<i>Maximising the benefits of the apprenticeship levy and the funds available in the Trusts apprenticeship levy account.</i>			
Reviewing Funds available, consider timeline of funding	HR & DFO	Twice yearly	annually
<i>Implementing robust processes to monitor and evaluate apprenticeship initiatives to ensure they are delivering high quality training, support, value for money and workplace knowledge transfer.</i>			
Revise probationary policy and procedure to include regular apprenticeship reviews	HR	Nov 2021	Every two years
Develop an apprenticeship evaluation process	HR	Nov 2021	Every two years

## 15. Appendix 2 – Recruiting Volunteers

### 1. Introduction and Aims

The Trustees of Tandridge Learning Trust recognise that volunteers make a valuable contribution to the Trusts work. Volunteers bring with them a range of knowledge, skills and experience which can enhance the learning opportunities of all children, without encroaching on the professional responsibilities of permanent staff.

We are committed to using volunteers in a way that supports the Trusts strategic aims and vision, as well as school development plans.

The aim of the volunteer guidance is to:

- Encourage the wider community to engage with our schools, thereby enhancing the curriculum, raising achievement and promoting community cohesion
- Ensure that volunteers support the school's visions and values, and adhere to policies as appropriate
- Provide staff, volunteers and parents with clear expectations and guidelines
- Set a clear, fair and safe process for recruiting and managing volunteers

These guidelines have been developed in line with the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education.

### 2. How we use Volunteers

Within our Trust, volunteers may:

- Hear children read
- Accompany school visits
- Work with individual children
- Work with small groups of children
- Support specific curriculum areas
- Assist with administrative tasks
- Undertake fund raising activities
- Assist with social activities

This is not an exhaustive list.

Volunteers may be:

- Members of the Governing Body or Trust Board
- Parents
- Former pupils
- Students on work experience
- Local residents
- Friends of the school/members of the PTA
- Local clergy or members of the congregation

This is not an exhaustive list.

Members of the governing body working at the school in their capacity as governors (for instance, conducting school monitoring visits or attending meetings), are not covered by this policy. They are covered by our code of conduct.

### 3. Becoming a Volunteer

Anyone wishing to work in our Trust as a volunteer should request a Volunteer Application pack from the school office or the central HR team.

The pack will include:-

- The volunteer guidelines (appendix 2 of the Recruitment & Selection Policy)
- A volunteer application form
- Privacy notice for volunteers
- The Trusts code of conduct/staff behaviour policy
- Keeping Children Safe in Education part one

The application form should be completed and returned so that the headteacher can establish via a short interview and dependant on need, whether the volunteer is required. If they are, the appropriate ID documents must be seen to enable the completion of an enhanced DBS check and reference checks. Two satisfactory references will be required. If appropriate a Childcare Disqualification form will also need to be completed.

Where volunteers attend the school via other organisations, checks will be conducted by the relevant organisation and HR will ask for written confirmation of these checks before a volunteer is allowed to start work.

Where it is not clear whether an enhanced DBS check is required, advice will be sought and a risk assessment completed to establish the correct course of action. This may result in the need to supervise the volunteer at all times and/or obtain a Children's Barred List check.

Headteachers, will be responsible for confirming that these safeguarding measures are satisfactory and once satisfied, organise an appropriate placement for the volunteer.

Regular volunteers will be recorded on the Single Central Record. If the volunteer does not come into school for a period of more than 3 months, their DBS check will be considered invalid and they will be removed from the Single Central Record and unable to continue volunteering until new check have been made.

#### **4. Safeguarding and Training**

Volunteers must complete appropriate training prior to beginning work. This will include safeguarding training, which is of paramount importance and our volunteers must share our commitment to child protection. The Headteacher or designated colleague will be responsible for providing this training. Volunteers should also become familiar with any local policies that will be relevant whilst working within the schools, such as health & safety, dress code, behaviour management, online safety and use of mobile phones.

#### **5. Confidentiality**

Information about pupils, parents and staff is confidential. Volunteers are not permitted to discuss issues related to pupils, parents or staff with those outside of the organisation.

If volunteers have concerns, they should raise these with the appropriate member of staff. They shouldn't discuss them with pupils or parents.

This doesn't prevent volunteers from adhering to the school's safeguarding policy (with regard to reporting safeguarding concerns or disclosures).

If concerns relate to safeguarding, volunteers must follow the guidance in the child protection and safeguarding policy, and inform the designated safeguarding lead.

If concerns are related to whistle-blowing, volunteers must follow the guidance in our whistle-blowing policy.

#### **6. Security**

All visitors will be required to sign in and out to indicate when they are on site. They must also wear the appropriate badge and lanyard to reflect their safeguarding status.

#### **7. Complaints**

Any concerns or complaints made by a volunteer or about a volunteer will be referred to the Headteacher or the Director of Finance and Operations for investigation.

The Headteacher or the Director of Finance and Operations reserve the right to terminate a placement at any time.